



A MESSAGE FROM THE SCHOOL MANAGER

The Nairobi Waldorf School Trust offers a developmentally appropriate, experiential, and academically rigorous approach to education. We integrate the arts in all academic disciplines for children in all levels to enhance and enrich learning. Our way of education aims to inspire life-long learning in all students and to enable them to fully develop their unique capacities.

The principles of our way of education evolve from an understanding of human development that address the needs of the growing child.

Music, writing, literature, legends and myths are not simply subjects to be read about and tested. They are experienced. Through these experiences, Nairobi Waldorf School Trust students cultivate their intellectual, emotional, physical and spiritual capacities to be individuals certain of their paths and to be of service to the world.

Teachers in the Nairobi Waldorf School Trust are dedicated to generating an inner enthusiasm for learning within every child which allows motivation to arise from within. It helps engender the capacity for joyful life-long learning.

Education at the Nairobi Waldorf School Trust is truly *Inspired Learning*.

James Kioko
School Manager

"WALDORF EDUCATION IS NOT A PEDAGOGICAL SYSTEM BUT AN ART - THE ART OF AWAKENING WHAT IS ACTUALLY THERE WITHIN THE HUMAN BEING." -RUDOLF STEINER



Class 5 Watercolor

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UPCOMING DATES

November 1 - Friday
Harvest Stories Event
Karen Campus

November 4 - Monday
Read-a-thon Begins
Karen / Lavington

November 11 - Monday
Mentor/Parent Talk
Karen Campus

November 12 - Tuesday
Mentor/Parent Talk
Lavington Campus

November 22 - Friday
Primary Sports Day
Karen Campus

WALDORF 100 EVENT

We celebrated 100 years of Waldorf education worldwide in September. The event was marked with a large crowd, great food, and lots of activities.

Families, friends, and community members joined the celebration through art, movement, and music - a the drumming circle of children and parents was surely the peak of the day!

The campus welcomed over 20 local artisans and vendors that

were specifically selected for their Waldorf-friendly items. We we happy to share Waldorf with so many new faces!

Our children's Waldorf 100 projects were proudly displayed alongside curriculum work. Teachers hosted watercolor, black and white drawing, and African movement workshops as well as kindergarten activities.

We debuted new merchandise on sale and many of our children have been seen wearing t-shirts



and bags with our refreshed logo and Waldorf 100 emblem.

A huge thank you to our parents, children, community, teachers, and staff for their continued support and commitment to ensuring that Waldorf education thrives for another 100 years!





WALDORF 100 BERLIN CELEBRATIONS

I was happy to represent NWST at the Berlin Waldorf 100 celebrations on September 19, 2019. Many of my colleagues and our parents tuned in to the livestream that was available during the event.

The main event was at the Tempodrom and registered an attendance of around 3,000 people from around the world. The day was punctuated with presentations from different schools, most notable a Japanese Waldorf school that had crossed the seas for the celebration. As a global movement, it was interesting to see how different schools had given themselves identity and how their location had influenced this.

The presentations reflected the phases of childhood from willing, feeling, and thinking which was especially well expressed by the high school students. Innovations were aplenty, too; the crown

of it being a gentle giant and a student's rap to the Waldorf movement.

Different speakers captured different impulses and challenges of the past century of Waldorf education. East Africa was represented on stage by Victor Mwai, a former NWST teacher and staff member, who is also a member of the International forum.

In addition to attending the celebration, I was also able to spend a week observing classrooms at the Ravensburg Waldorf Schule in Germany. This was very informative - I was given firsthand comparison on how the rhythm of the high school changes slightly from the primary rhythm. The similarities of the primary were stark and so were the differences.

I brought back with me many memories and experiences and have shared with the staff and children as possible. - Patrick Karanja



Want to see more from Berlin? Check out the gallery of images from the event: www.waldorf-100.org/druckvorlagen/galerie/galerie-waldorf-100-jubilaefestivals-tiles.php

HARVEST STORIES EVENT

We invite you to join us for the second annual Harvest Stories event on Friday, November 1st, 2019 from 5:30 to 7:30 pm.

This event will feature African stories, songs, and poems, trick-or-treating for children, fun harvest games, and a traditional story told around the bonfire. Snacks and tea will be served.

Costumes are encouraged, but we remind you that this event is for all ages. Please no scary or gory costumes that may frighten very young children. Handmade is great!

Family admission fee:

Ksh 1,000 in advance

Ksh 1,200 at the gate

MPESA: 488700

Account: WST HARVESTNAME

(eg: WST[space]HARVESTJENNY)



This event is open to the community - please share with friends and family members! Bring a bag for treats (or buy an NWST one at the event), a torch, and a blanket for the evening.

EDUCATION THROUGH THE 12 SENSES - ARTICLE 1

The Early Years - Nurturing the Bodily Senses

In Waldorf education we speak of 12 senses. Much of what characterizes the education has been developed in an endeavor to educate and nurture the full spectrum of senses.

What are the 12 Senses?

The 4 Lower Senses: *Touch, Life, Movement, Balance.* These bodily senses allow “Physical Sensation” and give us a certain consciousness of our body. They provide the experience of being at home in our bodies, being grounded in one specific place and time – ‘here and now’. The focus of development is 0-7 years of age.

The 4 Middle Senses: *Smell, Taste, Vision (specifically colour), Warmth.* These senses allow “Feeling” or aesthetic perception and give us an experience of the world around us. The focus of development is during 7-14 years of age.

The 4 Higher Senses: *Hearing, Language, Thought, Ego (capacity to sense another's ego.)* These cognitive senses allow “Concept” and give us access to communication with others regarding our thoughts and feelings. Also called the social senses. The focus of development is during 14-21 years of age.

Bodily Senses in the Early Years

Because the human mind is both embodied and relational, the pathway to reaching our cognitive potential leads through phases of education, where first physical and then social development objectives are the focus of teaching and learning. Initially, in the kindergarten and first few years of formal schooling, pedagogy focuses on physical health and wellbeing, and the building of practical skills. These capacities become the foundation for a child’s social and emotional growth: as the learner moves up through the classes, their education focuses on nurturing social sensibility and emotional intelligence. Not until the high school years is the emphasis on working with pure concepts.

In the first few years of school, successful engagement in learning requires the ability to perceive, to take in, to be receptive and open. These qualities depend on the child being able to direct, focus and maintain their attention. In Waldorf education, we understand that this has to do with the development and mastery of the first four senses: *Touch, Life, Movement, and Balance.* Mastery includes: the expression and functioning of the senses as well as their integration, IE *how* the 4 are able to work together.

In Praise of Housework as a Support for Learning

Daily household tasks provide naturally occurring conditions for the development and integration of the 4 lower senses. All kind of physical and neurological competencies can be honed through simple household activities. This is good news for busy parents, because a home can double as a “Brain Gym”, with the coach overseeing daily doses of:

*Bed making
Bread making
Sweeping and mopping
Writing a shopping list
Glass cleaning
Setting the table
Weeding the shamba*

It is important that all who are old enough, work together to take care of their living spaces, not simply because this encourages a sense of collaboration, but also, because it allows the child to become physically competent and experience self-reliance.

The Secret to the Magic of Learning

The hidden potential in household chores is linked to three factors:

1. The procedure for each task remains the same
2. Happens daily
3. Occurs at the same time of day

In Waldorf, these factors are known as the three Rs: **R**outine, **R**epetition, and **R**hythm. They are recognized as the

secret ingredients to the magic of holistic education in the primary years. The younger the child, the more potent this magic is likely to be. These three elements work in a particularly powerful way, to build and strengthen the hidden faculties that underpin a student’s capacity for engagement in the process of learning. Some examples of these competencies are: body geography, building imagination, motor coordination, hand-eye coordination, and spacial orientation,.

Spreading the Magic

Traditionally, mainstream education has looked to a different trio of Rs to inform principles of education: **R**eading, **wR**iting, and **aR**ithmetic. For most adults this will have been the reality of our school days: when the culture and currency of the classroom was set by dedication to numeracy and literacy achievement.

In these more progressive times, however, emphasis on the purely academic is increasingly recognized as limiting, ineffective even. Today, many governments (Kenya’s included) are choosing to invest in curriculums built upon a whole new paradigm, one where achievement is linked to learner agency, and where the phenomena of ‘learner agency’ is addressed through the intentional nurture of key competencies. This concept is known as ‘the competency approach to education’. It is trending worldwide, and very much a hot topic in this nation’s current discourse on education.

From the founding of the first Waldorf school, a full century ago, ‘the competency approach’ modeled by the 12 Senses has been intrinsic to Waldorf pedagogy.

Through this and future articles, we have an opportunity to deepen our understanding of the ‘competency approach to education’ and together become inspired to find effective ways to support our learners into their potential. - Tana Lyons

KINDERGARTEN FLOWER FESTIVALS

The annual Kindergarten Flower Festivals were held at both Karen and Lavington campuses just before half term.

With the start of the short rains paving the way for new blooms and rich greens, the children celebrated the rhythm of nature and the beauty of the flowers around them. Jacaranda blooms dotted the grounds and fingers dug deep into the soil.

In Karen, children potted flowers and plants into their chosen vessels. Pride from their handwork shone bright as they headed to the shamba to weed and plant vegetables and herbs.

Lavington welcomed the changing weather on a field trip off campus. Children and teachers alike joyfully ran across the field, paper kite designs aloft. They, too, spent time digging into the earth and appreciating the vibrant flowers and plants.



LIBRARY UPDATES

The NWST Library is open Mondays and Thursdays 1:15 - 2 pm during Term 1. Our shelves are filled up with almost 3,000 exciting books for all reading levels and we have some enthusiastic readers coming to visit us regularly.

We would like to ask you to help your children to return their book on time and keep them neat and tidy. Books can be returned during library days, or in one of our two baskets for book returns - in the front office and at Roses.

We are also looking for volunteers who can help us to repair books, help with fundraisers, read at story time to Kindergarten classes, or assist during library time.

We are preparing a main fundraiser for term 1 - a Read-a-thon, which will take place November 4 to December 2, 2019. Stay tuned for more information!

For any questions, please contact the school office or one of the Library team members: Katie, Franziska, Jana or Becky

FESTIVAL OF COURAGE

The primary students channeled their inner strength during this year's Festival of Courage. In the spirit of the story of St. Michael courageously defeating the dragon, the children were challenged to overcome their fears through conscious initiative.

The students were divided into teams, with upper primary leading mixed age groups throughout the day. Upon receiving their team flags, they were presented with their first test - staving off the dragon. What followed was a series of activities aimed at pushing their boundaries and overcoming possible fears - of which our children faced head on.

Highlights included the trust fall, in which children and staff, blindfolded atop tables, fell safely backward into blankets and mattresses; the blindfolded maze, where teams guided through directions a single student on a mission to find their hidden sword; a water balloon toss; and bobbing for apples. For more height-based tasks, students crossed a rope bridge and raised tree limb, asking of them balance, strength, and bravery. The dark room was scary but the reward was sweet!

The day ended with a wet and muddy trip for upper classes as they faced the labyrinth obstacle course, much to the delight of the rest of the school.



WHAT TO PACK FOR SNACK?

Primary students pack their daily break from home. We encourage healthy snacks; homemade goods ensure you know exactly what your child is eating. We'll feature simple, nutritious bakes and recipes to pack for snack. Submissions welcome!

One-Bowl Zucchini Muffins
Makes 12 Muffins

2 cups shredded zucchini
 1/4 cup plain yogurt
 1/4 cup vegetable oil
 2 eggs
 3/4 cup sugar
 1/2 tsp cinnamon
 1/4 tsp ginger
 1/2 tsp salt
 1/2 tsp baking soda
 1/2 tsp baking powder
 1 cup all purpose flour
 1/2 cup whole wheat flour

1. Mix wet ingredients until combined.
2. Add sugar and mix.
3. Add dry ingredients and stir to remove powder lumps - do not over work.
4. Line 1 muffin tin and fill each 3/4 full.
5. Bake for 30-35 minutes at 190 °C.
6. Test with a toothpick for doneness. Muffins should be golden brown and springy to the touch.
7. Remove from tin and cool on wire rack.
8. Serve within 3 days or freeze for later.

"THE TRUE TEACHERS AND EDUCATORS ARE NOT THOSE WHO HAVE LEARNED PEDAGOGY AS THE SCIENCE OF DEALING WITH CHILDREN, BUT THOSE IN WHOM PEDAGOGY HAS AWAKENED THROUGH UNDERSTANDING THE HUMAN BEING."

- RUDOLF STEINER

**PEACE RUN**

Peace Run reached out to NWST during their recent trip to Kenya. We welcome their group with open hearts and learned more about their program. The Peace Run is a global relay, wherein people promote peace, friendship, and harmony by passing a flaming torch from hand to hand. The relay crosses borders of all kinds, connecting communities, schools, and people from around the world.

The Peace Run has visited 150 countries and has involved more than 10 million people. NWST is proud to now be part of that group as our children held the torch, learned the official song, and committed to finding peace around them. www.peacerun.org

